

FACTORS OF THE DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF HISTORY TEACHERS

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A B S T R A C T	K E Y W O R D S
The article focuses on the relevance of the professional development of personnel, the professional and pedagogical skills of teachers-historians, the essence and significance of socio-cultural competence. It also highlights topical issues of the development of socio-cultural competence of history teachers in the process of advanced training.	advanced training, state, society, sociocultural competence, person, values, intercultural communication.

INTRODUCTION

The Encyclopedia of Pedagogy defines the term professional development as follows: "Advanced training and retraining is one of the types of continuous education, the process of updating and deepening the professional knowledge and skills of specialists and managers working in all industries. Provides competitive quality of personnel and the level of knowledge and skills that meet modern requirements. Advanced training and retraining is a process of scientific theoretical and practical training of each employee, consisting of familiarization with the latest scientific achievements, innovations in their field, their development, new methods of work, study of best practices..." [4].

In recent years, a number of measures have been taken to improve the qualifications of historians. In particular, highly effective, modern education and innovative technologies, as well as advanced foreign experience, are widely introduced into the educational process. Plans, programs and learning styles have been updated accordingly.

LITERATURE REVIEW

Today's reforms require teachers to acquire modern knowledge, further improve their professional and pedagogical skills, and master the mechanisms of effective organization of pedagogical activity. In the process of large-scale transformations, the development of one's knowledge, pedagogical skills, professional and socio-cultural competence in the process of training, retraining and advanced training of specialists who meet the highest moral and ethical requirements for the socio-humanitarian sphere is one of the urgent tasks of today.

The issues of improving the system of advanced training, professional retraining of teachers, stratification of the educational process in the system of teacher training, improving the management of the quality of education were studied by: Yu.Asadov, A.Ibragimov, K.Zaripov, Sh.Mardonov, R.Choriev, A.Andreev, S. Dochkin, V. Shadrikov, Zh. N. Nishonov, O. Abdukuddusov, M. A. Yuldashev and others.

In the context of the philosophical understanding of sociocultural competence, a number of important principles are noted: the psychological mobility and sociality of the personality, its social flexibility and cultural tolerance (A. Flier), readiness for sociocultural activities, formed values, readiness for communication (D. Sadokhin), the ability to understand social the concept of activity (Y. Baghdasaryan, G. Panina), the ability of a person to adapt and integrate into society (O. Astafieva, O. Zakharova) [2].

Properly organized educational activities in the field of advanced training can increase the confidence of teachers in the future, comprehend life events, and contribute to their unification on the basis of universal values. It increases professional and social mobility, helps to determine for oneself the meaning of life, one's place in society, human and civic obligations [5]. The process of advanced training equips students with the latest innovations, develops their professional and personal qualities, professional training at the level of modern requirements, supplements existing knowledge with modern innovations in education, methodically directs them to a systematic improvement of professional skills, develops new principles and modern methods of organizing the educational process.

METHODOLOGY & EMPIRICAL ANALYSIS

The concept of "competence" (from the Latin "competere" - means "to conform") has the following meanings: The word "competence" in the broadest sense means the ability to apply existing knowledge and skills in practical experience in solving general or specific complex problems. Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving problems related to professional activities. Competence is a sign of activity leading to the expected result. It is the product of knowledge and the expert's ability to put it into practice. Competence differs from knowledge in that a task cannot be defined or assessed without practice. Qualification is an important criterion of competence, which is manifested as a result of repeated application in various situations, as well as in problem situations.

One of the basic competencies of a teacher is socio-cultural competence. The basis of socio-cultural competence is knowledge of the social culture of society, priority spiritual and moral rules, forms and methods of interpersonal communication [3]. Socio-cultural competence includes the spiritual and moral foundations of the life of various peoples and people, socio-cultural orientations, national and universal culture, science and religion in human culture, the foundations of the family, social phenomena and traditions.

RESULTS

In our opinion, sociocultural competence includes a person and society, the place of a person in nature and society, the rich history of the country, customs, values, rituals and other national and cultural characteristics, as well as the history of other peoples and nations, knowledge of specific established traditions, values, past people; self-respect and respect for others, self-esteem, kindness, initiative, patience, perseverance in dealing with others; establish friendly relations with representatives of other nations, sincerely communicate with them, receive representatives of different nations and peoples, listen to them, feel their inner spiritual experiences; maintain relations of interethnic harmony and interreligious solidarity based on tolerance; not to lose one's identity in any socio-economic conditions, to develop the ability to enter into the principles of universal moral culture, the moral code, compliance with norms, intercultural everyday and professional communication.

M. Kholmatova writes: “The spiritual image of a person, his appearance, behavior are reflected in the culture of communication. He expresses his feelings, inner feelings, dreams and hopes in the process of communication. The development in oneself of such social qualities as openness, the rule of law, human rights, respect for representatives of different nationalities and peaceful coexistence with them, tolerance, a critical assessment of reality, respect for oneself and others, the preservation of national values, traditions and customs, a sense of loyalty should be deeply grafted. Contribution to the formation of the foundations of a healthy lifestyle among young people, their formation as a comprehensively mature personality can be characterized as important aspects of the sociocultural competence of a historian-teacher.

According to E. Seitzhalilov and M. Stolyarenko, the professional and pedagogical skills of a modern historian-teacher should include the following knowledge, skills and abilities [5]:

- a highly spiritual and moral worldview for the student, allowing him to know the characteristics of the individual;
- motivation for a conscious approach to one's profession as a creative process;
- the volume (system) of knowledge, skills and abilities that allow purposefully organize and manage the pedagogical process;
- creative-genetic ability, which allows to conduct a multifaceted pedagogical process on a scientific basis.

CONCLUSIONS

For a specialist historian who aims to improve pedagogical, methodological knowledge, improve the technical and professional skills of historians, study the needs of the state and society in new directions in the field of history in the theoretical, educational process, their application in practice is a certain form of formal education [1]. In the process of advanced training, historians and teachers learn to apply their theoretical knowledge in practice, fill in the gaps in their knowledge of history, interact with professors and other colleagues of the advanced training institute, exchange experience, make joint decisions and work creatively, prepare the necessary methodological materials for implementation, try to defend and substantiate their views. Therefore, the process of professional development plays an important role in the development of the sociocultural competence of historians and teachers.

Refresher courses are aimed at the comprehensive professional development of history teachers, first of all, professional competencies and skills of teachers of regional advanced training departments. Therefore, every historian-teacher should feel the relevance and responsibility of the advanced training system in improving the content and quality of education.

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